

NEW JERSEY

2000-2001
Guidelines and
ApplicationBEST
PRACTICES**Deadline for Application to County Office:
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Social Studies</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Back In Time...Reliving Colonial Days</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Union</u>		
District (Proper Name)	<u>Berkeley Heights</u>		
Address	<u>345 Plainfield Avenue</u>		
	Street/P. O. Box		
	<u>Berkeley Heights, NJ</u>	<u>07922</u>	Zip Code
	City		
Telephone	<u>908-464-1718</u>	Fax <u>908-464-7673</u>	Email
Chief School Administrator	<u>Dr. Richard Bozza</u>		
Nominated School #1 (Proper Name)	<u>Mountain Park School</u>		
Address	<u>55 Fairfax Drive</u>		
	Street/P. O. Box		
	<u>Berkeley Heights, NJ</u>	<u>07922</u>	Zip Code
	City		
Telephone	<u>908-464-1713</u>	Fax <u>908-665-0969</u>	Email
Principal	<u>Mrs. Christina Mazepa Zaun</u>		
Program Developer(s)	<u>Mrs. Sherry Butler, Mrs. Julia Donnelly, Miss Ellen Hack</u>		
Application Prepared By	<u>Mrs. Zaun, Mrs. Butler, Mrs. Donnelly, Miss Hack</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Richard Bozza</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's SignatureJames R. [Signature]

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels <input checked="" type="checkbox"/> 2-5 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Practice Name <u>Back In Time...Reliving Colonial Days</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice <u>0</u> Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban <input type="checkbox"/> With Urban Characteristics <input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Gifted and Talented Programs <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1. DESCRIBE THE PRACTICE PROPOSED FOR RECOGNITION, AND LIST ITS OBJECTIVES. DETAIL HOW THE PRACTICE IS INNOVATIVE AND HOW IT PROMOTES HIGH STUDENT ACHIEVEMENT.

The practice proposed for recognition is titled *Back In Time...Reliving Colonial Days*. Fourth grade students were given the enriching experience of “living” a day in the life of a colonial child. At the end of Colonial Day, the students will have felt as if they have been transported back to Colonial America.

After studying about the colonial period in history, each child was given the opportunity to visit each of eight stations that housed an activity replicating those that took place during the lives of colonial children. The purpose of the stations was to give each child the experience of what life was like living and growing up during colonial times. Students contributed a variety of materials to lend to the authenticity of each station. The stations consisted of candle making, butter churning, stenciling, potpourri/sachet making (sewing), quilting, creating a hornbook, tin piercing, quill writing, and creating a wax seal. Students also participated in colonial games, such as roll the hoop, ball/cup toss, and horseshoe toss, when their group completed the specified activity at a given station.

The practice is innovative in that it encompasses many of the Multiple Intelligences as students engage themselves in a variety of hands-on activities, which not only excite students about learning, but also allows the teacher to reinforce the same material in a variety of ways. The Logical/Mathematical and Spatial Intelligences are addressed through cross-stitch designs and quilting. Students are required to duplicate patterns and develop their own quilting square with the use of available materials. The Linguistic Intelligence is highlighted through many of the activities throughout the day. One activity is the “Quill Pen” station where students write a letter to a relative who remained in England, comparing and contrasting life in the New World. This activity also supports the Intrapersonal Intelligence as students are asked to reflect on feelings. The letters are then collated into a bound booklet that contains their memories of colonial times. Several other objectives address the Linguistic Intelligence through role-playing, reading, and gathering prior information. The Kinesthetic Intelligence is addressed through participation in various games that were played during this time period. The Interpersonal Intelligence is highlighted as students need to work cooperatively and collaboratively in groups, emulating the teamwork that was required to accomplish similar tasks in days of past. Through song and dance indicative of colonial times, the Musical Intelligence is addressed. By activating a wide assortment of intelligences, teaching in this manner facilitates a deeper understanding of colonial times.

High achievement by all students is an expectation of this practice. The activities require all students to work at higher levels of Bloom’s Taxonomy. Many of the activities are geared around the analysis, synthesis, and evaluation levels of the taxonomy. As students visit the stations, they are comparing life today to life 300 years ago. Also, they are constructing many of the products that were used and needed at that time. They are pretending to be transported back in time, thereby working at the synthesis level of Bloom’s Taxonomy. Upon completion of all of the activities, students are evaluating their peers’ work and analyzing it based on information they have learned. The students evaluate the similarities and differences in colonial times to present times. They will assess the validity of their projects based on authenticity. Since this activity is a role-playing activity, students are highly motivated and put forth a great effort in completing each station.

The following objectives were met through this social studies project:

- The learner will read and research information on colonial times.
- The learner will analyze illustrations that accompany historical text.

- The learner will enhance public speaking skills through sharing their favorite experience to classmates.
- The learner will identify similarities and differences in colonial times from present times through participation in each activity station.
- The learner will design an authentic hornbook based on researched information.
- The learner will create an original cross-stitch design/quilt square based on models from colonial times.
- The learner will evaluate the validity of other students' projects based on authenticity.
- The students will enhance their understanding of the colonial family and its function to meet their individual needs.
- The learner will identify common elements found in colonial times.
- The learner will enhance understanding of the customs of colonial times.
- The learner will understand how works of aesthetic expression serve as cultural representations through creation of cross-stitch, quilts, and stenciling.
- The learner will communicate their experiences both orally and in written form.

2. LIST THE SPECIFIC CORE CURRICULUM STANDARDS, INCLUDING THE CROSS-CONTENT WORKPLACE READINESS STANDARDS, ADDRESSED BY THE PRACTICE AND DESCRIBE HOW THE PRACTICE ADDRESSES THOSE STANDARD(S). PROVIDE AN EXAMPLE TO SUBSTANTIATE YOUR RESPONSE.

The following Core Curriculum Content Standards and Workplace Readiness Standards were addressed through the *Back In Time...Reliving Colonial Days* program:

Standard 6.4 – All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

- As the students visit each station, they gather knowledge of what family life was like during the colonial period and how the colonial family must work together in order for the needs of the family to be met.
- Through participation in each activity, the student compares and contrasts similarities and differences between the 18th century and the 21st century.

Standard 6.5 – All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

- As the students visit each station and gain the experience of life in colonial times, they gather information on what the customs and expectations were like in colonial times.
- Through the creation of cross-stitch patterns, quilts, and stenciling, the students developed their understanding of the culture of this time period.
- After experiencing the activities at Colonial Day, the student identified common elements found in the colonial period, making the connection to the culture and customs of this time period.

Standard 3.1 – All students will speak for a variety of real purposes.

- After each station is completed, and students have completed their portfolio, they present their information to class members as well as other classes in a public forum.

Standard 3.4 – All students will read a variety of materials and texts with comprehension and critical analysis.

- Students read the texts, *If You Lived in Colonial Times*, Ann McGovern, *New Jersey Today and Tomorrow*, Silver-Burdett and other related texts, along with information found and printed from the Internet.

- Students applied knowledge and gathered information to use for their informal presentation regarding the experiences they had on Colonial Day.

Standard 3.5 – All students will view, understand, and use non-textual visual information.

- In order for each student to be properly informed and actively engaged in the activities, the students read non-fiction texts and fiction texts, to gather information regarding the colonial time period. As they read this information (over several months), they take notes, draw pictures, debate information, and discuss the time period in a comprehensive manner.

Cross Content Workplace Readiness Standards

- Problem solving skills were employed for setting and copying the pattern from the cross-stitch template to their fabric.
- Short-term goals were set and followed. Each student had a specified time limit at each station as to minimize a back up in one area.
- Students provided constructive criticism through comments on presentations of written and hands-on projects.
- Students worked cooperatively in groups when they visited each station.
- Checklists helped students organize and manage their time and ensure they had completed all projects.
- Students used internet/technological resources to gather information regarding the colonial period.

3. DESCRIBE THE EDUCATIONAL NEEDS OF STUDENTS THAT THE PRACTICE ADDRESSES. DOCUMENT THE ASSESSMENT MEASURES USED TO DETERMINE THE EXTENT TO WHICH THE OBJECTIVES OF THE PRACTICE HAVE BEEN MET. PROVIDE ASSESSMENTS AND DATA TO SHOW HOW THE PRACTICE MET THESE NEEDS.

A need to incorporate hands-on activities and role-playing into the social studies curriculum was the basis for creating this project. This was identified by the lack of a culminating activity that incorporated all aspects of colonial life that allowed students to place themselves into the life of a colonial person. It also served as an alternative means of assessing student understanding of colonial times.

The assessment measures used to evaluate the objectives were in the form of rubrics and checklists. Each student maintained a portfolio as they traveled from station to station, gathering information about each station along with their completed activity. Checklists were used for students to monitor progress and completion of each activity station. A rubric was used to evaluate each individual activity as well as assess the authenticity of the finished product. Students were rated on a scale of 1-3 as illustrated in the rubric below. They were given the rubric prior to the day's events. All students were successful and enthusiastic in completing all components of Colonial Day. Students were also rated on their behavior and ability to follow directions at each activity.

Back In Time...Reliving Colonial Days

ASSESSMENT RUBRIC

3 - Exemplary: The student followed all directions at each activity. The finished product was exceptionally neat and well organized. Spelling, where applicable, was correct. At the stenciling, quilting, and tin-piercing stations, a design that was reflective of the colonial time period was created. At the candle making and butter churning station, the finished product was functional (butter was edible, and candle burned).

2 - Satisfactory: The student followed most directions at each activity. The finished product was somewhat neat and organized. Most spelling was correct with few errors. At the stenciling, quilting, and tin-piercing stations, a design that was somewhat reflective of the colonial time period was created. At the candle making and butter churning station, the finished product was functional (butter was edible, and candle burned).

1 - Improvement Needed: The student followed few or no directions at each activity. The finished product was sloppy and unorganized. Spelling where applicable was incorrect. At the stenciling, quilting, and tin-piercing stations, the design did not reflect any part of the colonial time period. At the candle making and butter churning station, the finished product was not functional (butter was inedible, and candle did not burn).

ACTIVITY	EXEMPLARY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Candle Making			
Butter-Churning			
Stenciling			
Potpourri/Sachet/Sewing			
Quilting			
Horn Book			
Tin-Piercing			
Quill Writing/Wax Seal			

DESCRIBE HOW YOU WOULD REPLICATE THE PRACTICE IN ANOTHER SCHOOL AND/OR DISTRICT.

In order to replicate this practice, the following steps should be employed:

1. Develop students background knowledge of colonial times by reading text, researching via the internet and on-line sources, creating maps of pre-colonial and post colonial times, and visiting historical colonial houses such as the Miller Cory House in Westfield, New Jersey.
2. Decide on which station activities to employ.
3. Write and laminate procedures for each station.
4. Make samples for students to analyze and critique.
5. Send a letter to parents explaining the culminating activity, requesting parent volunteers and donations, and informing them of the attire for the special day. (Students and teachers dress in traditional colonial attire. The teacher provides guidance to the parents on how to create a colonial look using clothes the children already have.) Volunteers are also sought to prepare a colonial feast to conclude the day's events.
6. Gather materials for each station.
7. Determine a schedule to have students rotate through each of the activities.
8. Prepare student packets with rubric, checklists, schedule, and instructions.
9. Coordinate and train parent volunteers to assist with the many activities.
10. Prior to the day, distribute rubric to students and discuss expectations. Model how to use the rubric by evaluating the samples created by the teacher.
11. Prepare stations the day before the actual event.
12. Allow for three to four hours to accomplish all activities for Colonial Day.